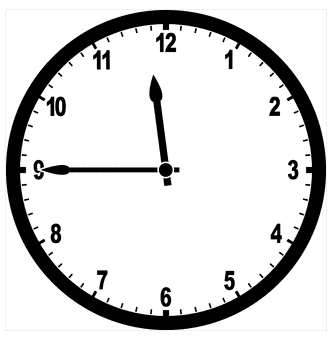
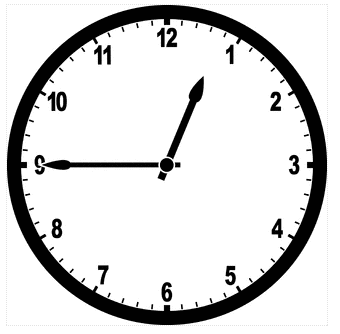
Name Date



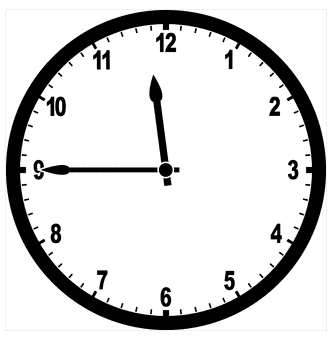


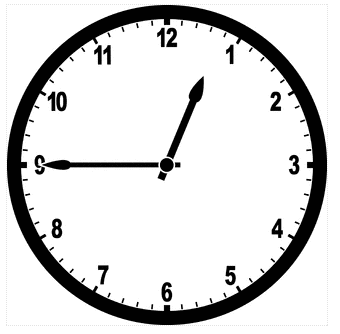
 2.MD.7

Name Date

2.MD.7

Lunch starts at 12:45. Circle the clock that shows when lunch starts.





Lunch starts at 12:45. Circle the clock that shows when lunch starts.

|  |
| --- |
| Teacher notes:  Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Tell and write time from analog and digital clocks to the nearest quarter-hour – second quarter.  Some students may confuse the minute hand and hour hand. Also, some students may have difficulty finding the hour when the time is after 30 minutes; for example, on this task they may choose Clock B instead of Clock A. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

